USC School
of Cinematic Arts

IML 501L
Seminar in Contemporary Digital Media

Professor: Vicki Callahan, Ph.D.   4 units
Thursday, 6:00-8:50 pm   Room: SCI L104
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Office hours: TBA, and by appointment

Course Description: Developments in contemporary media technologies have fundamentally transformed the ways we perceive, think and communicate. IML 501: Digital Media Workshop is a seminar course combining hands-on media authoring, readings and discussions dedicated to investigating the close interrelationships among technology, culture, and communication in order to form a solid foundation for scholarly multimedia authoring.

Students will explore the emergence and impact of social media, information visualization, video and interactivity within academia and across the disciplines, working to enhance existing modes of creative and critical expression and research methods. We will proceed from the assumption that theories of "old media" can significantly inform our understanding of "new media" and provide insight into the affordances of contemporary technologies. In addition, we will examine several genres of multimedia scholarship, mapping their features in terms of Raymond Williams' concept of the residual, the emergent and the oppositional. The goal is the ability to deploy generic conventions strategically in a variety of academic contexts.

This foundational graduate course combines theory and practice in order that you begin to think through the media, rather than outside it. At Media Arts + Practice (MAP) we believe that the history and theory of new media are best understood through the development of practical skills in multimedia authoring. To that end, we will engage in extensive online discussions of the reading assignments, and we will spend extensive "hands on" time during class. There will be several projects—new presentation tools, image editing, video capture and editing (aka remix), and, finally a digital portfolio.

Required Texts:

Alexander R. Galloway. *The Interface Effect. Polity: 2012.* (Available via Amazon Kindle).
Other readings available on course wiki

Grading Breakdown

60 % 4 projects, 15% each

- social media collaboration (*In Media Res*)

- image project

- remix project

- digital project (portfolio|archive|web essay|information architecture

5 % Keyword video (FemTechNet collaboration or other venues)

15 % Peer Review

20 % Weekly posts

Assessments: Students in this course will be expected to unite theory and practice, and student work will be assessed in both of these areas. In addition, all MAP projects are gauged by the following criteria:

- conceptual core
- sources (+ attributions)
- technical efficacy
- controlled design decisions

Please Note Online, In-Class Etiquette: It is very important that our class time is quality time and that we can work as a focused collaborative unit while often working on line as part of our class. Therefore do not use any online time in class for personal communication not related to class – no messaging, mail, Facebook updates, cell phones etc.   If for some reason you feel some urgent need to do this or have an emergency message (this includes calls), please step out of the classroom.

COURSE POLICIES

Statement on Fair Use: Fair use is a legal principle that defines certain limitations on the exclusive rights of copyright holders. In MA+P, we apply a reasonable working definition of fair use that enables students and faculty to develop media-rich projects without seeking authorization for non-commercial, educational uses. The four factors that determine whether a use is fair are: (1) the purpose and character of use, (2) the nature of the copyrighted work, (3) the amount used, and (4) the effect upon the potential market. In general, you should only use as much of a work— whether in words, sound or images—as is necessary to make your point, and you should always cite your sources.

Citation Guidelines: All projects must include academically appropriate citations in the form of a

References section, which covers all sources, in order to receive a passing grade. The References area is either included in the project or as a separate document, as appropriate to your project. We follow the KAIROS style guide for citation purposes, which can be found here [http://www.technorhetoric.net/styleguide.html]. Kairos uses a modified APA format, whose general guidelines and many specific examples you can find here: http://owl.english.purdue.edu/owl/resource/560/01/

Statement on Academic Integrity: USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://scampus.usc.edu/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

Statement for Students with Disabilities: Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

Emergency Plan: In the event of an emergency, all attempts will be made to continue MAP courses as usual. If we cannot meet synchronously, we will continue with our asynchronous work. In addition, all course materials are backed up on a secondary site (usually Blackboard) in the event that the primary wiki site should go down.